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ABSTRACT

This paper shows school districts how to establish and operate an individualized continuing education program for their administrators. The focus is on ICE programs designed and operated by schoolmen throughout the nation. The report includes the rationale for the ICE program, several program descriptions, a list of characteristics that distinguish and comprise these programs, sample budgets, definitions of participant roles, a description of how to launch a program, a bibliography, and sources of assistance. (Author/MLF)

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A CFK Ltd. OCCASIONAL PAPER

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INDIVIDUALIZED CONTINUING EDUCATION FOR SCHOOL ADMINISTRATORS – ONE APPROACH

AN OCCASIONAL PAPER DEVELOPED BY THE CFK LTD. ASSOCIATES

CFK LTD. IS AN EDUCATION ORIENTED PHILANTHROPIC FOUNDATION

FALL 1970

EA 003 556

ABOUT CFK LTD.

Founded by Charles F. Kettering II in 1967, CFK Ltd. is a Denver-based philanthropic foundation with a primary focus on improving the learning environment of elementary and secondary schools.

Because the Foundation exists to be of service to public education, all of its program areas are determined and developed in direct association with practicing public school educators.

The Foundation currently has the following program areas:

- Individualized Continuing Education Programs for School Administrators
- Annual Gallup Poll on "How the Nation Views the Public Schools"
- Improvement of the Quality of the School Environment
- The Principal as the School's Climate Leader

A NOTE TO SUPERINTENDENTS

If after considering this paper you wish more information or desire assistance to establish an Individualized Continuing Education Program for School Administrators, contact the CFK Ltd. Executive Associate. Because of numerous requests, the Foundation has employed a public school educator to assist districts interested in using CFK Ltd. programs. The Executive Associate is available on a no-cost or low-cost basis. Contact:

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A WORD ABOUT THIS PAPER

This paper shows how a school district can develop and operate an in-service education program for its administrators.

The topic – Individualized Continuing Education (ICE) – focuses on programs designed and operated by schoolmen throughout the nation. The authors represent school districts, higher education institutions, CFK Ltd., and a regional educational laboratory.

Currently, the following districts, in association with CFK Ltd., are operating ICE programs:

Alvord Unified School District, Riverside, California
Board of Cooperative Educational Services, First Supervisory District, Erie County, Buffalo, New York
Board of Cooperative Educational Services, Rockland County, West Nyack, New York
Jefferson County School District, Lakewood, Colorado
San Diego City Schools, San Diego, California
San Juan Unified School District, Carmichael, California
Seattle Public Schools, Seattle, Washington
Tulsa Public Schools, Tulsa Oklahoma
Weber County School District, Ogden, Utah

The ideas and programs reported herein are based on more than three years of experience. In 1967, the Foundation asked school personnel to indicate significant, but often overlooked, problems in education. Recurring themes centered on developing and providing continuing education programs for school executives.

This paper shows districts how to establish and operate an ICE program. Components include the rationale for ICE programs, several descriptions (three in use and two potential), a list of characteristics or guidelines which distinguish and comprise ICE programs, sample budgets, definition of participant roles, a description of how to launch an ICE program, a bibliography, descriptions of ongoing ICE programs, and sources of assistance.

THE SCHOOL DISTRICT'S RATIONALE FOR ESTABLISHING INDIVIDUALIZED CONTINUING EDUCATION PROGRAMS FOR SCHOOL ADMINISTRATORS

- Rapid changes in education render educational leaders obsolete every few years.
- A school district will fail without an ongoing program of leadership development. It is the district's responsibility to insure continuous growth of its leadership.
- Educational leaders are different, and professional development programs must be tailored to individual needs.
- The usual means by which educational leaders attempt to keep current with their profession are no longer adequate.

American education is in a period of crisis, and today's educational leaders are finding themselves trapped. The pressures that impinge upon them are well documented. It is doubtful if ever there was a time when more was expected of the public schools and those who staff them. The role of educational leaders is being critically examined both from within and without the educational community, and many publics (school boards, parents, students, taxpayers, legislators, and faculty) are not being satisfied with what they find.

The role and function of the educational leader has changed. Where once he was expected to learn and perform a given assignment more effectively and efficiently, he now is expected to perform a *new* job every few years, but at the same time more effectively and efficiently. In many cases this new job is dictated for him by influences over which he has little or no control.

In a very real sense, the typical administrato. inherits a new job with alarming frequency. With rapid changes in education occurring almost daily, the principal and other administrators necessarily abandon old responsibilities and assume new ones. If administrators are to assume a new job every few years, their district must provide continuing education programs relevant to their needs.

These needs and demands often are translated into crisis situations in which the students become restless, demanding more and more voice in what they will learn and under what conditions they will attend school. Also, many parents unable and unwilling to communicate with and influence their children expect the school to succeed where they have failed. Juvenile crime increases at an alarming rate both within and out of school. Pressure groups attempt to use the schools for their own purposes. School districts are in trouble financially, caught between rising costs on one hand, and voter resistance to higher taxes on the other. Legislatures are increasingly reluctant to vote funds for education without insisting on some form of accountability.

Today's educational leaders, educated in more tranquil times, often are not competent to manage change and to direct the future. They have much to learn if they are to accept their new role as a change agent. A further dilemma: how far and how fast can they foster change without leaving students, teachers, and parents behind?

Until now there were few opportunities for the educational leader to learn new roles. One possibility was to attend a college or university on his own time. However, even with this alternative most educational leaders learned from experience. In most administrative positions some type of structured preparation precedes the appointment so that the individual is certified on the basis of courses taken in a formal setting. Once acquired, such a credential may enable or encourage the holder to ease himself into a way of life that avoids major problems or confrontations even though it is not compatable with reality. There is no predictor in his experience to test his ability to cope with the present, nor to test his ability to meet the future. He has no evidence that he can be a successful leader – nor is he familiar with the tools with which he must work.

A school district, to perpetuate sound leadership and determine its future, must provide the means whereby each of its administrators can participate in a process of self renewal. It is not enough merely to assume that each individual, through his own initiative, will be able to accomplish this. This implies an organized approach to continuing education that is financially feasible, can be conducted concurrently with the participant's regular job, and provides sufficient tangible results and success that he will want to be involved on a continuing, voluntary basis. Each administrator must believe he can make a difference in the life of his school.

There are many reasons why a school district should adopt and develop an ICE program. An ICE program is practically mandated when:

- Curriculum is not meeting the aspirations of students or parents.
- School district leaders exhibit a need for a continuing, designed, and systematic program of self improvement.
- School district leaders seek help, or otherwise show that they need it in dealing with such problems:
  - Lack of expertise to develop effective staff utilization and relations

- Lack of techniques to improve school organization
- Lack of human relations skills
- Lack of public relations skills
- Need to establish and keep priorities relevant to school goals
- Need to improve communication with teachers and students
- Need to develop tenacity
- Need to define priorities
- Need to know how to evaluate teaching-learning experiences
- Need to understand teachers' needs

- School district leaders call for assistance and guidance in learning more about such topics as:
  - Leadership necessary for continuous progress
  - Attitudinal survey of faculty
  - Evaluation of faculty competencies
  - School development team concept
  - No failure school concept
  - Sharing decision making
  - Differentiated staffing
  - Reducing student conflict
  - Conflict intervention
  - Humanizing the school's climate
  - Staff relations and role perception

The development of an ICE program is predicated upon the following assumptions –

- The superintendent and school board recognize the need to continually assist in updating management personnel, and actively support the endeavor.
- The district is able to provide reasonable support.
- Participants initially are volunteers, and are willing to make a reasonable assessment of school and individual needs.
- Each participant is able to relate his needs to the district's needs.
- The program will be implemented over an extended period of time.

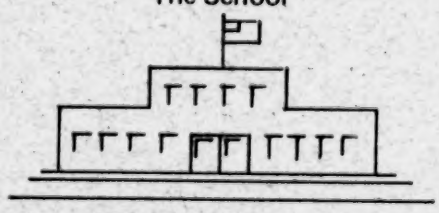
An ICE program is based on the concept that each individual is unique: they do not begin at the same place, they do not learn at the same rate, they have different interests at different times, some learn better working alone and some better in a group. Generally, individualized continuing education is based on involvement. Learning activities include seeking, searching, discovering, inventing, trying, exploring, researching, and experimenting.

A school district, to perpetuate increasingly effective leadership, must provide the means whereby its administrators can participate in a process of self renewal and the continuous acquisition of new knowledges and skills. The chart that follows further describes this.

The most fruitful way to translate ideas into action is to translate ideas into decisions that form the basis for action. The decision making process and the educational leadership function (with the accompanying acquisition of new abilities and knowledges) is proposed as the central feature and theme of continuing education programs.

CFK, Ltd., its Associates, and participating school districts believe the answer to many of the problems posed earlier is the development of school district based ICE programs.

Individualized Continuing Education
a Linking of Self Improvement Activities to Institutional Improvement

	Self Improvement Activities	School Improvement Activities	
The Educational Leader	Seeking Searching Discovering Inventing Experimenting Etc.	Task Forces To Improve the School	The School  Unique Problems

Unique
- Needs
- Interests
- Abilities
- Learning Style
- Strengths
- Weaknesses
- Etc.

The educational leader, by linking self improvement activities to school improvement activities, contributes:

- To his own in-service education
- To the solving of unique school problems
- To continuous school renewal through the rapid use of improvements developed by the leader, colleagues, or outside agencies.

GUIDELINES FOR ESTABLISHING SCHOOL DISTRICT OPERATED ICE PROGRAMS

To achieve a rationale such as the preceding, a school district can develop an ICE program. The guidelines which follow should be considered because they describe and represent the beginning design of an ICE program.

The guidelines are derived from the characteristics of existing and projected ICE programs. These characteristics not only describe the scope of a school district program, but also the types of decisions necessary to initiate and sustain a program.

PURPOSE OF AN ICE PROGRAM

- Each district's ICE program offers administrators continuous self-renewal opportunities based on individualized education. (The educational experiences are individualized. The administrator throughout his career has an opportunity to be involved in an ICE program either on a continuous or a periodic basis.
- Each district's program recognizes that planned school changes or improvements designed by participants should result.

ICE PROGRAM SERVES

- Each district's program serves such educational leaders as:
  - principals
  - superintendent and assistant superintendents
  - central district level educators who direct, supervise, or coordinate special education, guidance and counseling, elementary education, personnel, instruction services, curriculum, secondary education, etc.

ICE PROGRAM LEADERSHIP

- Each program designates someone to provide overall leadership. This individual might be the superintendent, assistant superindendent, principal, director of research, director of secondary education, etc.
- The educational leaders to be affected by the district's program are actively involved in developing and operating it. Each participant designs his individualized program within the design of the district's program.
- Each program encourages and invites peer acceptance toward the work of the participants.
- Each district program provides status for participants.

ICE ROLE OF SUPERINTENDENT

- The superintendent guides the development and implementation of his district's program realizing that much of the ongoing success of the district rests on the effectiveness of continuous leadership development program.
- Each district program rests on the premise that the superintendent and his staff provide constant reinforcement for participants.
- Each district provides a participants study center which would include a library, study carrels, and seminar space.

DESIGN OF ICE PROGRAM

- The program is launched and maintained while each participant continues to perform his main job function. Individualized education is carried out through planned self-study, participation in seminars and conferences, released time arrangements, etc.
- Each district program offers participants continuous opportunities for self-renewal founded on the premise of individualized education.
- Each district program is flexible and geared to the special needs of each participant.
- Each district program is designed to assist each participant in determining his individual needs and his organization's needs.
- Each district program demonstrates the effective use of human and financial resources with emphasis on the profitable association of practicing schoolmen and consultants working together.
- Each district program insures that each participant receives adequate time for his continuing education program.
- Each district program requires *readiness* and planning time. There may be false starts before the program is firmly launched.
- Group sessions involving most or all of each year's participants provide periodic rejuvenation.
- Each district program considers current and emerging educational and societal changes which influence the educational leader's role.
- Each participant's program contains highly individualized learning experiences pursued in a setting of mutual reinforcement and association with other participants.

ICE SCHOOL ADMINISTRATOR PARTICIPANT

- Each program participant reduces his identified continuing education needs to a manageable and focused learning program.
- Each participant relates his program to important and current problems and concurrently to problems of the foreseeable future.
- Each participant's program focuses on the educational leadership roles of his position.

SUPPORT SERVICES OF ICE PROGRAM

- Each participant has access to an organized and constituted bank of human resources consisting of participants, the superintendent, and selected consultants from inside and outside the district.
- Each district program is financially supported by the district.
- Each district program utilizes continued re-evaluation of the concepts of the district's plan, periodic participant planning and work conferences, consultants, and adequate financial resources.

ROLES OF SCHOOL ADMINISTRATORS PARTICIPATING IN AN ICE PROGRAM

There are a variety of types of involvement in any ICE program. Among these roles are those of the participant, chief leadership, i.e., superintendent or assistant superintendent, and the program leader. Possible dimensions of these roles are examined, defined, and explained later.

Essential to the philosophy of a school district's ICE program is the belief that it must be designed and implemented to meet the needs of the personnel involved along with the district's goals, objectives, and philosophy. The responsibility for definition of roles should be described in terms of the broad guidelines enunciated earlier. No *standard* role or job description is implied. The major determinant is the facilitation of development of maximum involvement of all participants, according to *their needs, as they see them.*

ROLE OF SUPERINTENDENT

The role of the superintendent with respect to the continuing education program includes continuous understanding of the program and total commitment through positive ongoing reinforcement and support by way of allocation of human and financial resources. He is the program's guidance counselor. He and his key associates serve as facilitators, and obtain the necessary political and material support. This role becomes increasingly important as the participant's initial enthusiasm inevitably wears off. Furthermore, a danger exists that as the participants' role and leadership begins to improve and change some middle management personnel may feel threatened. Therefore, channels of communications must be opened and maintained between all concerned. Ideally, the superintendent and his key associates join the continuing education program as participants.

ROLE OF EDUCATOR PROVIDING LEADERSHIP FOR A DISTRICT'S ICE PROGRAM

To operate a successful program, a school district needs to designate someone to assume the leadership role.

Leadership services provided by the program leader include:

Organizational Specialist – Defines roles and sets dates for accomplishing objectives.

Development Specialist –Assists individuals or the group in utilizing information as a basis for decision making.

Conceptualizer – Builds, from ideas supplied by participants, an overall program design, and modifies the concept periodically as needs change.

Evaluation Specialist – Suggests techniques for planning and implementing personal evaluation procedures. He suggests techniques for evaluating the group progress in terms of group goals, and the program as a whole, in terms of project goals.

Expediter – Speeds progress by reminding participants of agreed-upon obligations.

Fund Manager – Approves expenditures, and issues periodic financial reports.

Diagnostician-Prescriber – Analyzes program progress, locates and eliminates impediments to progress, and devises and implements new procedures to improve program efficiency.

Politician – Facilitates program progress by analyzing the district's power structure and by winning support for the program.

Disciplinarian – Identifies individuals blocking progress and neutralizes them.

Communications Facilitator – Assists participants to communicate with one another more effectively by reflecting their feelings and opinions, summarizing what the group discusses, asking questions to stimulate group inquiry, and spotlighting areas of concensus and areas of disagreement. He also facilitates communication between *outsiders* and participants.

Resource Person – Suggests and provides human and material resources to assist participants in accomplishing objectives.

Idea Man – Stimulates creative thinking of participants through brainstorming or inviting creative input.

Time and Space Facilitator – Obtains a concensus from participants regarding time and place for any group activities.

THE PARTICIPATING SCHOOL ADMINISTRATOR

The participant's role involves two aspects. First, as members of a selected group, they assist in developing an *esprit de corps* where the *Hawthorne Effect* may be observed. As group members, participants have opportunities for discussion of their own programs and obtain feedback from contemporaries. They also have the responsibility for providing feedback.

Second, the participants' roles also involve active appraisal of and direction for the district's overall ICE program.

Third, and of greatest important, the ICE participant gains abilities in designing his individualized program. Each participant:

- Evaluates the changing nature of youth and the course of education in regard to the nation, his district, his school, and his own leadership talents.
- Evaluates his school's needs and relates these to his own leadership needs, his strengths, and weaknesses.
- Learns to use varied processes to identify his strengths, weaknesses, and in-service needs. He is skilled in taking personal inventory.
- Becomes a self-renewal expert. He learned to develop and achieve his self-renewal program. He focuses his continuing education needs and designs his ICE program.
- Uses consultants from within and without the district to achieve his goals.
- Effectively employs resources made available for his program.
- Continuously evaluates his progress.

BRIEF DESIGNS OF FIVE ICE PROGRAMS

Following are five model plans of ICE programs incorporating the foregoing rationale and many of the guidelines. Three operational models are presented first. They are based on actual programs in three districts participating with CFK Ltd. They were chosen for their diversity of approach, and for the size district in which they are being used. While the other models are not being tested, they are believed practical and are drawn from the experience and thinking of CFK Ltd. Associates. They contain elements that are operational in various sites.

All the plans have commonalities or elements drawn from the list of characteristics of ICE programs presented earlier. All are based on the premise that the district has recognized the foregoing rationale and the need for continuous improvement of leadership personnel. The models illustrate implementation of a process to achieve the rationale.

AN OPERATIONAL ICE PROGRAM – EXAMPLE 1

This model uses the process of planning the curriculum and space requirements for a new secondary school as the vehicle for its ICE program. The assignment makes available a wide range of processes, such as organization and direction of inquiry teams of students, citizens, and teachers; examination, planning, and implementation of innovative developments in secondary education; and a cooperative project involving all principals.

RATIONALE/GUIDELINES

- The qualitative status of secondary school leadership is unacceptable.
- Analysis of leadership development to meet defined needs must be incorporated into the ICE program. The opening of a new middle school offers an excellent opportunity to build a model institution whose conceptualization and construction provides an answer to *leadership for what purpose?*

- The ICE program contains elements which promote professional renewal and personal security for the participants.
- The program leads to genuine innovation rather than reinforcement of existing patterns.
- The program contains sufficient diversity of challenge to afford participants a balanced array of leadership tasks. It demands teamwork, but provides a framework for individualization.
- The ICE program will utilize a vast array of knowledge derived from psychology, sociology, social psychology, and public administration.
- The program offers opportunities for self-renewal.
- The program is realistic in terms of funding, time commitments, and resources.

DEFINITION OF ROLES

- The superintendent assumes direct leadership for the ICE program. The assistant superintendent is responsible for logistics.
- Each secondary school principal participant assumes a role in helping develop the new school design.
- The individualized aspect takes form as each participant assumes leadership and a detailed design function for a component of the new school. This includes inserting the component to be tested in the principal's existing school.

AN OPERATIONAL ICE PROGRAM – EXAMPLE II

RATIONALE/GUIDELINES

- The district's curriculum is relatively fixed.
- There is little teacher turnover.
- The superintendent and school board encourage professional growth.
- Funds exist to support an ICE program.
- The principal is essential to improvement of the school despite any existing personal weaknesses.
- Self appraisal will assist each participant in identifying individual needs. This might include the use of self appraisal instruments, peer appraisal, staff and teacher appraisal, student appraisal, and conferences with someone who knows the principal and upon whom he can *sound* his priorities.
- School district organization of a leadership development program based on analyses of the foregoing data and their implications will serve as a starting point and will result in a gradual evolution of each participant's individualized on-the-job learning program.

CHARACTERISTICS OF THE ICE PROGRAM

- The program recognizes that the school's excellence is dependent upon the principal's professional growth and leadership.
- The program places primary emphasis on the participant for appraisal of his school's problems and needs and his personal assets.
- The principal needs experiences of a renewal nature.
- Principals actively seek change in themselves and their attitudes rather than expecting to change people and things.
- Each principal describes a manageable program directed toward one or two personal priority areas.
- Group programs involve most or all of the principals.
- Varied human and material resources are available.

ROLE OF PROGRAM'S LEADERSHIP

Program leaders assist participants to isolate and delimit learning objectives and activites. Leadership is provided by an assistant superintendent and a principal.

INITIATING PROCESSES FOR THE ICE PROGRAM

- The school board, upon the recommendation of the superintendent, approved the plan to operate renewal programs for secondary school principals.
- The superintendent designated co-directors.
- A description of the program's potential was circulated to all principals.
- Volunteers were sought.
- Self appraisal processes were initiated with the assistance of consultants.
- Monthly meetings were held for all participating principals.
- As a group, participants reviewed and assisted each individual as he developed his program.
- Provisions were made for released time and expenses to permit each participant to achieve his individual program.
- Individuals reported periodically upon their endeavors.

AN OPERATIONAL ICE PROGRAM – EXAMPLE III

The major objectives of this ICE program are to develop and implement a process whereby each participating principal:

- Identifies relevant, important, and desirable characteristics and roles of the secondary school principal as portrayed by trends in education both nationally and locally, the district's philosophy, and strengths and weaknesses of his school.
- Diagnoses his continuing education needs in terms of his emotional makeup, intellectual characteristics, and interpersonal relations and skills.
- Isolates and states in behavioral terms the selected principalship goals he wishes to attain through the ICE program.
- Selects and organizes his program in terms of needs and goals for himself and his school.
- Prescribes and organizes his learning activities and resources.
- Evaluates his progress together with evaluating the effectiveness of the ICE program.
- Maintains records of his progress, learning activities, and updated plans for his ICE program.

Implementation of the district's ICE program occurs at two levels. The program leader assumes the responsibility for organizing communication and study. Resources to assist the participating principals are assembled and disbursed. Another task is procurement of consultants.

A second level of endeavor, initiated by each principal at his school, also is action-centered as the participant tests his new skills and notions by involving members of his staff in

in-service education, school improvement, and brainstorming. This provides the link for the participant and his ICE program. The participant can implement his goals and activities to improve the school.

Figures 2 and 3 portray the relationship of the two levels or arenas.

The design of the ICE program has six steps or stages with each having its own entry point and exit point to be determined by each participant.

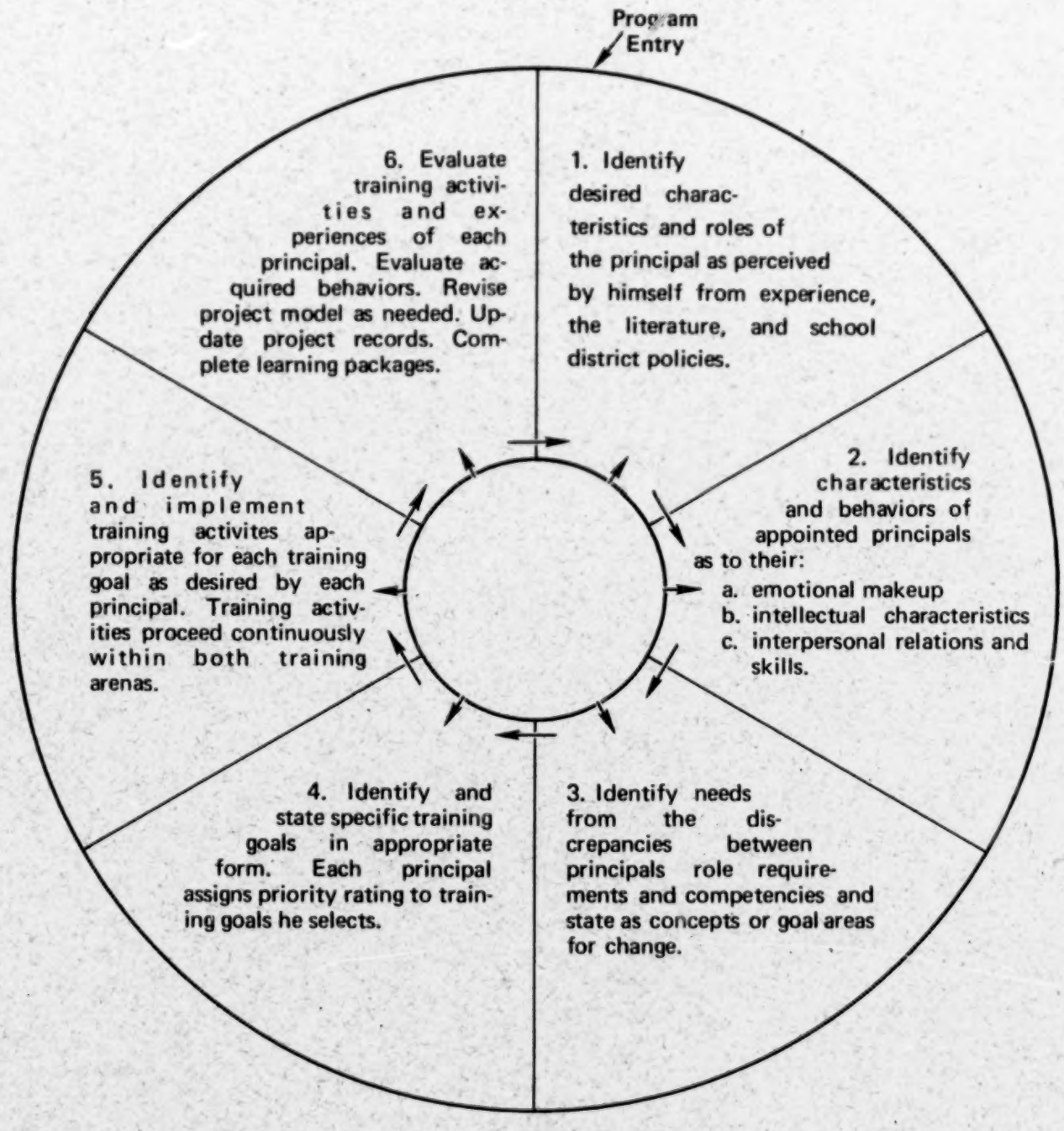

Program Entry
1. Identify desired characteristics and roles of the principal as perceived by himself from experience, the literature, and school district policies.
2. Identify characteristics and behaviors of appointed principals as to their:
a. emotional makeup
b. intellectual characteristics
c. interpersonal relations and skills.
3. Identify needs from the discrepancies between principals role requirements and competencies and state as concepts or goal areas for change.
4. Identify and state specific training goals in appropriate form. Each principal assigns priority rating to training goals he selects.
5. Identify and implement training activites appropriate for each training goal as desired by each principal. Training activities proceed continuously within both training arenas.
6. Evaluate training activities and experiences of each principal. Evaluate acquired behaviors. Revise project model as needed. Update project records. Complete learning packages.

Figure 1

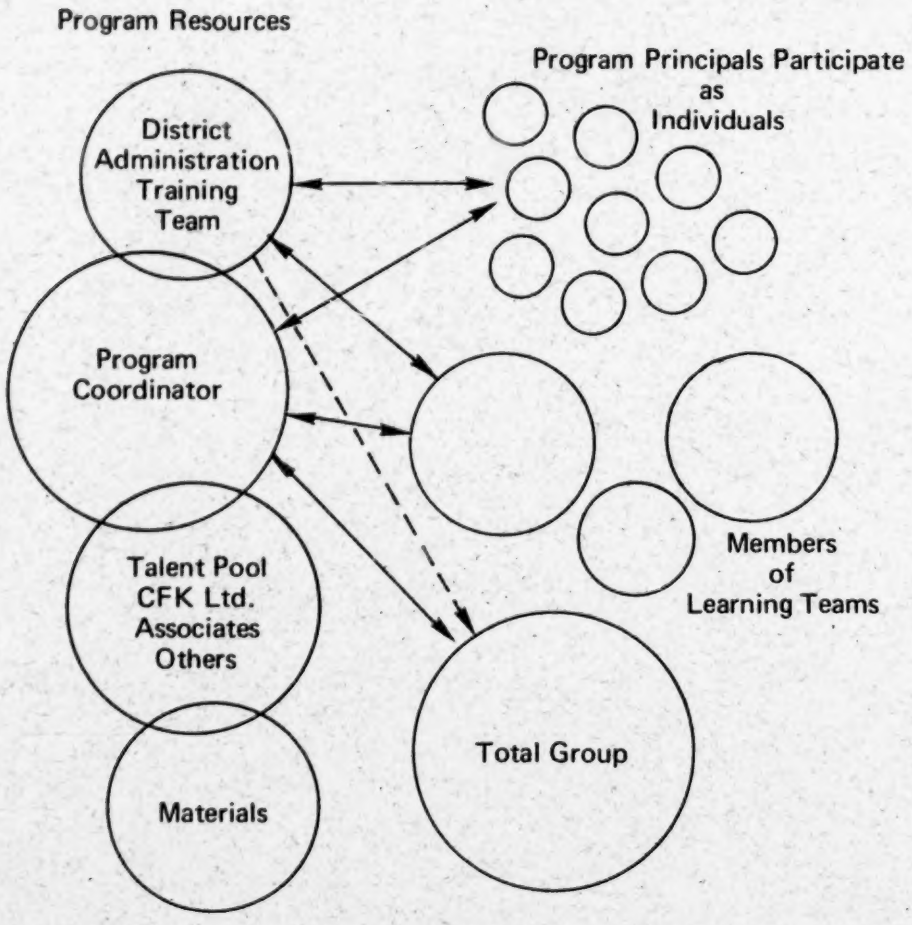


Figure 2

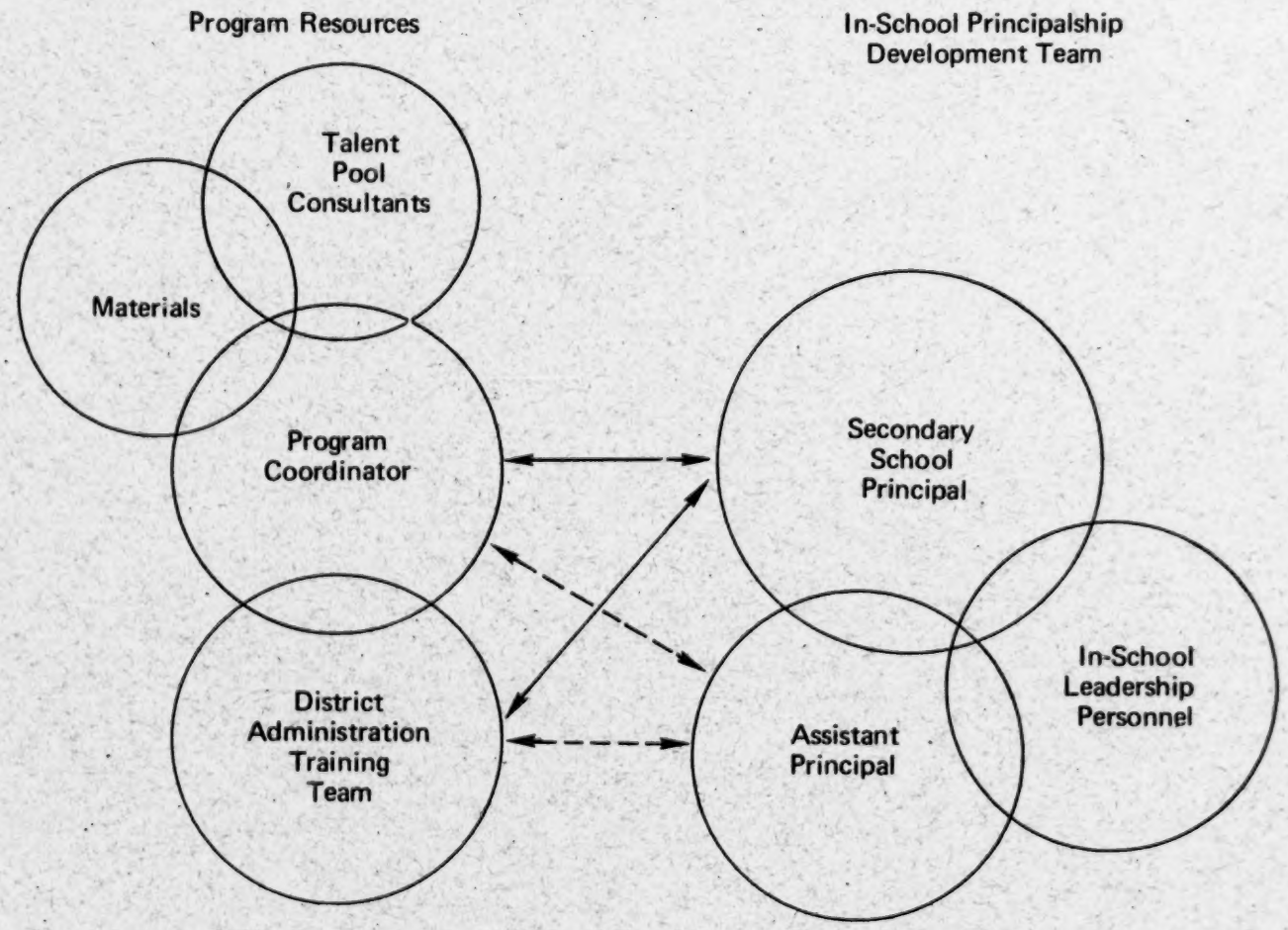


Figure 3

A POTENTIAL SCHOOL DISTRICT ICE PROGRAM

RATIONALE/GUIDELINES

Educational leaders are likely to initiate and maintain systematic self improvement programs if:

- Desirable school change or improvement goals are identified.
- Such programs can be linked to desirable institutional change. Goals are interdependent for the institution, the educational leader, and his staff.
- They have access to a wide variety of personnel and material resources.
- The leader is part of a group of peers which provides support for self analytical behavior and which encourages well planned school improvement projects.
- The leader voluntarily participates in the program.
- The superintendent has given the program personal and financial support.

SOME SAMPLE CHARACTERISTICS OF THE ICE PROGRAM

The basic guidelines mentioned in an earlier section of this paper are assumed. In addition:

- The program coordinator is selected.
- One or more inquiry groups of no more than twelve are formed. These are the policy making bodies. They also provide participants with necessary peer support.
- Educational leaders involved in similar individualized programs form learning teams so they can learn from each other. The educational leader's self improvement projects emerge from each individual's assessment of his professional needs and the needs of each project. The leader improves himself professionally so the school improvement projects can proceed effectively.

DEFINITION OF ROLES

The roles described earlier are assumed. In addition:

- The coordinator serves as a communications facilitator assisting participants in learning from one another. He also facilitates communication between consultants and participants.
- Participants organize improvement projects within their own areas of responsibility, identify leadership needs, and seek to meet these needs.

INITIATING PROCESSES

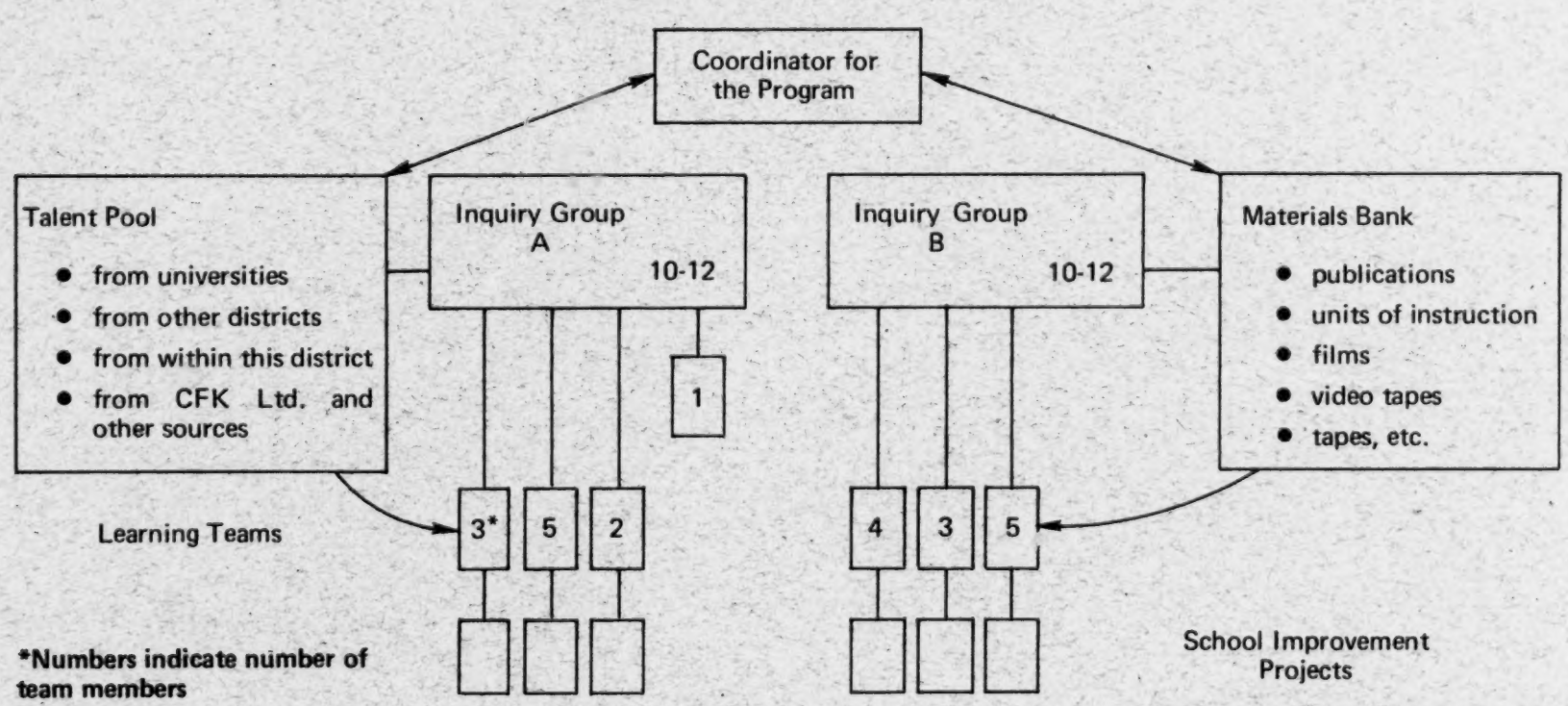
- Identify from six to twelve educational leaders who are most receptive to initiating school improvement and self improvement programs.
- Assist each participant in identifying from one to three such projects which he feels will solve a persistent school problem or contribute substantially to the progress of his school.
- Meet all participants on a regular basis so that each can learn from the other, reinforce each other, and contribute to the overall conceptualization of the program.
- Initiate communications activities which portray the group as a nonthreatening body.
- Invite resource personnel to meet with the group to assist with project conceptualization.

SUSTAINING AND EVALUATION PROCESSES

- Assist each participant in defining objectives and providing for his own self improvement.
- Assist participants with linking appropriate materials and personnel resources to needs of the various improvement projects.
- Assist participants in generating evaluative information regarding progress being made toward agreed upon objectives and in linking such information to decision making regarding efforts to improve the effectiveness of the district's program.

The chart that follows summarizes the design of this program.

ORGANIZATION OF THE PROGRAM



***Numbers indicate number of team members**

AN ILLUSTRATION OF A PARTICIPANT'S ICE PROGRAM

While the foregoing examples illustrate designs of school district ICE programs, this example shows how a participant might develop his own program within the domain of any one of the previous examples.

This example illustrates how an individual might focus and delimit what is at the outset a global concern. The need for the principal to establish accountability and responsibility in his school is used to illustrate one possible process.

RATIONALE/GUIDELINES

- Institutional goals and objectives have been established.
- Teachers have been increasingly insistent in their demands for higher salaries.
- The school board appears to support increased salaries, but there are signs of discontent when student achievement appears to disintegrate and as greater student disorders appear.
- The superintendent has been told that there must be some semblance of balance between *input* and *output*.
- The superintendent realizes that one approach for initiating accountability and responsibility is to identify critical needs in the school that must be met.
- A needs assessment by the superintendent's special advisory committee indicates that 50 per cent of the student population is reading below grade level and that the number of fights at the schools has risen 200 per cent during the past two years.
- The superintendent identifies interested principals who believe they can successfully attack the problems, in cooperation with other staff members, if:
  - Each can learn about performance contracting.
  - Each can learn to write performance contracts with the school board, and can learn to help others negotiate contracts.
  - Each can learn about critical factors which relate to poor reading achievement and student unrest.
  - Each can learn to prepare behavioral objectives and can teach the techniques to others.
- The principal sees himself as instructional leader, but recognizes the need to upgrade his skills and competencies before expecting others to emulate his behavior.
- The principal also assumes that the district leadership and the board are amenable to performance contracting and that the local teacher organization will support the idea, at least on a pilot basis.

CHARACTERISTICS OF THE PROGRAM

The program consists of the following elements:

- Philosophy of management and operation.
- Audit of the present system.
- Consideration of alternative approaches to developing and installing a management system.
- Establishment of a communications network.
- Identification and selection of team members.
- Education components for the principal and key organizational personnel.
- Continuous monitoring.

This program uses the following processes:

- Needs assessment to determine critical needs and potential avenues for resolving problems with a principal's advisory committee comprised of parents, students, and staff.
- Communication of the system to key organizational personnel to assess the *go – no go* probabilities.
- Specific education for the principal to:
  - Review literature on performance contracting, behavioral objectives, and PERTing.
  - Select and use appropriate consultant services.
  - Initiate pilot activity in which the principal discusses the program's strengths and weaknesses.
  - Learn to teach others to perform the tasks.
- Create plans in conjunction with other key staff members to:
  - Establish priorities on critical problems.
  - Write behavioral objectives.
  - Write performance contracts.
  - Establish criteria for determining acceptable evidence as indices for meeting behavioral objectives.
- Provide for continued follow-up activities to implement the plan to:
  - Involve in-service activities for updating programs.
  - Involve a recycling and identification of program directions and procedures.

SUMMARY

In this example, the principal changes his role from one who must react to problems to one who mounts an aggressive thrust to address the causal factors by moving from remediation to prevention.

His role shifts to that of *learner* in those areas where he lacks expertise, again shifting to teacher-learner (because he continues to learn with his staff) when he assists others. He also helps identify, locate, and make assessible to others human, fiscal, and materials resources. Finally, his role includes that of informing participants about policy and operating procedures for making change.

GETTING STARTED: IDEAS FOR INITIATING AN ICE PROGRAM

This section presents suggestions and a possible procedural design which a district might use in initiating an ICE program. The design and suggestions are based upon the practices and experiences of nine districts which have developed ICE programs in association with CFK Ltd.

In initiating an ICE program, at least four stages are apparent.

STAGES OF ICE PROGRAM DEVELOPMENT

Stage I – Initial Program Conceptualization

- Formation of a small *ad hoc* planning team.
  - Key member is the superintendent.
  - Other members might include future participants in the proposed program and an assistant superintendent.
- Planning team's role.
  - Determine rationale and broad objectives based upon a needs assessment for the district.

- Identify and propose possible program designs.
- Determine initial program objectives and characteristics and make necessary support and procedural decisions.

- As the planning team examines and evaluates the overall nature of its district's program, these suggestions might be of value:
  - At the outset, an ICE program should be voluntary with an opportunity for others to join later.
  - Human and financial resources must be realistically assessed.
  - A program leader must be appointed although it is not necessary to have a full-time director. This could be a key responsibility of the superintendent or an assistant superintendent.
  - A source of peer support for participants must be provided.
  - Structure the program so participants will look outside their district for ideas, and provide a new resource as they try to find answers.
  - Design the program so it will combat the existing status quo and result in positive and beneficial change.
  - Detailed planning is desirable and appropriate, but plans undergo basic change after initial sessions with participants. Therefore, it is suggested that:

    Initial planning should not consume too much time.

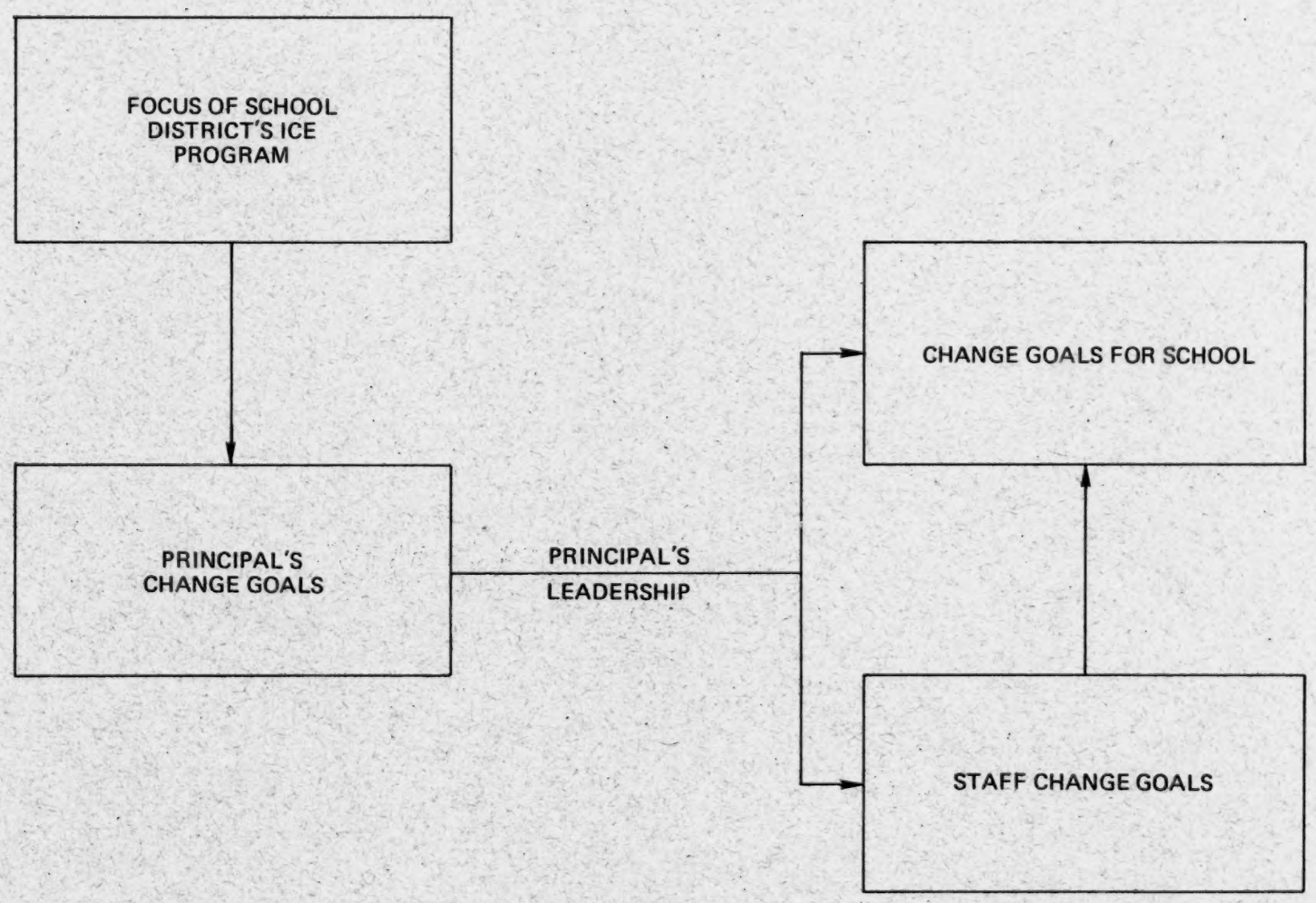
    The resulting plan should be considered as a point of departure.

    The district's plan should be conceived as one of the catalysts for inaugurating an ICE program.

  - As participants develop a continuing education program and a commitment to school and district programs, they must know the extent to which each has the liberty of extending his educational endeavor into actual school improvements.

Stage II — Participant Influence

A program focus should be aimed primarily at assisting administrators in improving their leadership on a continuous basis, but this is not always evident in early project considerations. Some participants think primarily of change for someone else, i.e., his school, staff, student body, etc. Such goals are not inappropriate, but each participant also should identify changes in his own behavior and leadership which would be instrumental in facilitating changes to effect larger goals. The following model uses the principal as an example.



Stage III – Operation of the ICE Program with Initial Group

- Although problems will emerge, the majority should have been considered and anticipated. An example is: How do participants find time to take part in a significant manner?
- Each participant faces the following challenges:
  - Determining individual and professional needs for continuing education in relation to –

    School, staff, and student body.

    District and community.

    Advancement of education and educational practices as it affects him and his position.

    Major educational trends.
  - Selecting process options to determine individual needs which could include:

    Self assessment of beliefs, values, attitudes, and needs.

    Peer assessment.

    Supervisor assessment.

    Staff assessment.
- Analyzing and synthesizing community goals of education.

Stage IV – Refinement of School District's ICE Program in Light of Initial Trial

SUSTAINING THE ICE PROGRAM

In sustaining the program and insuring that it has a continuing self-renewal element, the superintendent must provide the necessary moral and financial support for a continuing, but evolving program. This assistance should not be formalized to the extent that it becomes inflexible.

Characteristics which lend themselves toward insuring continuing project improvement and self-renewal include:

- The district's program is most likely to be self-renewing it if provides for the continuous self-renewal of participants.
- An individual's self concept develops positively as a result of positive reinforcement from members of the program group, and from his perception of growth in professional competence.
- The group initially concerns itself with group building activities, and with exploration of ways to open and enhance communications.
- The district's program gains in effectiveness to the extent that it satisfies both personal and institutional improvement needs. As participants experience success in implementing individual school or school district improvements, the success feeds not only their own self concept, but also their concept of the group's worth. The group is perceived as strengthening not only individual participants, but also the institutions they represent.
- The project improves through gathering and interpreting evaluative information pertinent to previously agreed upon goals which themselves are subject to constant evaluation and modification.

EVALUATION

Evaluation generally is a major void in any educational endeavor, but this need not be the case if a sincere effort is made to answer the question, *What evidence will be accepted that accomplishments have been made?* One bias is that of relating performance criteria to evaluation. This does not suggest that these factors which cannot be measured, whatever they might be, should not be considered, even if instruments presently cannot be found or designed. It is desirable to isolate those factors for which objective assessment can be made and those factors which subjective opinion is substituted.*

Performance criteria are selected for the following elements:

- Aims
- Content
- Methodology
- Evaluation

The answer to the question of what evidence will be acceptable typically can be broken down into the four elements listed above. For example, it is desirable to raise issues to ascertain that the established aims are truly in keeping with the operating philosophy of the school and within the broader context of society. Another concern is with the program content. Does it in fact help each participant attain the goals and objectives previously agreed upon as being realistic? The third issue is that of determining if the methodological approaches are sound and procedurally realistic. Finally, it must be ascertained that the evaulative criteria and instruments selected to gather the data actually perform the tasks they were designed to accomplish.

CFK Ltd. Associates and ICE participants feel strongly about the need to establish performance criteria congruent with institutional objectives if relevant assessment is to result. This is in contrast to the typical educational evaluation model which attempts to establish certain levels of confidence about the reliability of one treatment over another. It is felt that it is not possible to obtain the necessary types of formative evaluation data from these techniques and, therefore, the concept of concept of performance criteria as the *modus operandi* for evaluation purposes appears more realistic.

Assessment has two major functions:

- The evaluation program provides information to the project leader to enable him to know how well the ICE program is progressing toward objectives.
- The evaluation program serves as a feedback mechanism which helps document needs for modification and improvement or which reinforces effective operations.

Two alternatives seems to work most effectively as a process for evaluation:

- The first, internal evaluation, is that in which participants are engaged in the evaluation process.
- The second, external evaluation, is that in which the evaluators are divorced from the project, but help gather necessary data as a means to provide participants with feedback information.

Either approach is worthwhile depending upon the type of project and the type of data desired.

* See Also: *An Evaluation Program for Individualized Continuing Education Programs for School Administrators* (A CFK Ltd. Occasional Paper) by Clifford G. Houston and Robert S. Fox.

COST OF ICE PROGRAMS

Any school district operated ICE program costs money. A legitimate question is whether it is too expensive for the typical school district, and if the results justify the expenditures. Past practices of districts participating with CFK Ltd. indicate that a significant program can be operated for approximately $1,000 per school year per participant.

If, for example, a district has twenty-four principals for whom an ICE program is developed, and if each administrator formally participates every fourth year he is in service as a principal, the yearly direct cost could be as low as about $6,000.

In addition to inherent indirect costs some major elements demanding financial outlay are:

- Study materials.
- Financial resources to support participant goals.
- Creation and maintenance of a bank of human or consultant resources (school district based as well as those from outside the district) to assist participants.

The following table depicts three sample budgets, ranging from minimal to optimal, which are based on school district experiences with various ICE programs. Each is based on eight participants per year.

THE SCHOOL DISTRICT'S BANK OF HUMAN RESOURCES

Another element of the success of existing ICE programs has been the group of educators known as the CFK Ltd. Associates. This resource bank was developed as needed and as called upon. Additionally, many of the Associates were commissioned to prepare background papers for the ICE program.

Such a *bank* could be organized by a school district desiring to initiate an ICE program. It is feasible for a district to adapt the design of the CFK Ltd. Associates concept.

Reasons for a district to organize a bank of human resources are to provide additional creative assistance for the development and conduct of its plan and any group activities, and to provide participating administrators with individual or small group consultant assistance. In selecting personnel for a local bank it is suggested that they must be able and willing to work with administrators on a small group of individual basis. Sources of personnel are nearby colleges and universities, the district, the local community, nearby school districts, and the state department of education.

SUMMARY

The authors have attempted to spotlight the knowledge currently available about individualized continuing education for educational leaders. Opening paragraphs present arguments as to why a school district should want to launch an ICE program. Following sections are *how to* treatments, and cite general guidelines and actual ICE models, identify and describe the roles of various participants, and suggest ways in which a program is initiated, sustained, and evaluated.

We are compelled to go one step further in our summing up by sharing certain conclusions in which we hold equally deep convictions such as:

- It is realistic, feasible, and possible for a school district to develop a program of tailor-made, ongoing education to nurture the growth of its educational leaders.
- There is an available body of knowledge and practice, which we have attempted to describe in this paper, that can be drawn upon.
- School districts can develop a bank of human resources to assist the implementation of such an endeavor.
- And, finally, there exists in American education today an urgent, but as yet unfulfilled, need for a systematic program of individualized continuing education for educational leaders.

	Level I (Based on $300 per Participant)	Level II (Based on $800 per Participant)	Level III (Based on $2,000 per Participant)
Consultant resources for participants	$1,250	$2,450	$ 4,500
Travel for participants to visit innovative programs elsewhere	800	2,400	2,000
Professional materials for program's materials/study center	250	500	600
Dinner meetings for participants	100	250	400
Program leadership (one-fourth time)			5,000
Conference attendance		800	1,600
Three-day retreat for participants			900
Total	$2,400	$6,400	$15,000

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